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ABSTRACT

The project was initiated in fall 1968 to conduct a pilot program to prepare returning veterans for careers in education. Eight large city school systems and eight institutions of higher learning took part. Specific objectives were 1) to launch an educational career development program for veterans to be employed in urban schools; 2) to utilize their experience and talents and provide models for ghetto youth; 3) to attract more males into urban education; 4) to expand the successful model of the Teacher Corps into the paraprofessional field; 5) to encourage differentiated staffing in urban schools; 6) to encourage developmental programs utilizing federal, state, and local resources; and 7) to utilize in school assignments the occupational specialties developed by the veterans through military training. Participants attended local colleges on a part-time basis and were also employed by the cooperating school districts as assistants or aides to teachers and other school personnel. Program attrition rates were low, the main reasons given for leaving being financial need, family or home problems, and personal change of goals. The success of the pilot program was evident in its holding power and in the number of completions. It also tested and accomplished two additional objectives: the effecting of multi-agency cooperation and successful application of multiple funding efforts. (MBM)

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FINAL REPORT

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Pilot Program for Veterans in Public Service (VIPS)

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SUMMARY

The Veterans in Public Service project was initiated in Fall, 1968 by the Research Council of the Great Cities Program for School Improvement in cooperation with eight large city school systems and eight institutions of higher learning. The program was conducted under a grant from the Bureau of Research, U. S. Office of Education. The purpose of the project was to conduct a pilot program for returning Vietnam era veterans in order to prepare them for careers in education.

The need for a strong male image in the ghetto classrooms of the large urban centers provided a basis for the development of a career ladder program in which returning, predominantly black, veterans could serve. As well as meeting an urgent classroom need in the inner city schools, the program provided an opportunity for the veterans to prepare for a teaching career. Specific objectives of the program were: (1) to launch an educational career development program for returning veterans to be employed in urban schools, (2) to utilize the experiences and talents of returning veterans (among other things, to provide "hero-type" models for ghetto youth), (3) to attract more males into urban education, (4) to expand the successful model of the Teacher Corps into the para-professional field, (5) to encourage differentiated staffing in urban schools, and their communities in developmental programs utilizing federal, state and local resources, and (7) to utilize occupational specialties developed by the veterans through military training in their school assignments.

The VIPS project was essentially designed around the career ladder concept wherein the veterans were recruited into a work-experience program. They attended local colleges and universities on a part time basis to fulfill the requirements for a baccalaureate degree. In addition to the academic experience, veterans in the program were employed by the cooperating school districts in a variety of professional experiences as assistants or aids to teachers and other school personnel. Existing Teacher Corps team structures were utilized through the cooperation of the National Teacher Corps staff. Where possible, the VIPS were absorbed into the Teacher Corps teams. Where this was not possible, similar team structures were organized. The team structure and identification assisted the veterans in adapting to the school situation and provided peer support in overcoming problems and carrying out their assigned duties.

The program was administered by the Research Council of the Great City Schools, serving in the capacity of prime contractor.

The program was operated by eight large city school systems, under subcontract with the Research Council. The school systems planned their individual programs in cooperation with a local college or university which provided the academic program for the veterans. In some instances, the colleges provided special programs for the veterans in order to assist them in attaining the necessary background to eventually be subsumed into the regular degree granting program.

Program attrition rates were low, and in some cases, lower than those of similar kinds of training programs. Those who did leave the program did so generally as a result of financial need. Other leading resons for attrition were family or home problems and personal change of goals. Most of those changing their goals, remained in college to pursue an education in other fields.

Many of the veterans initially enrolled in the program are now fully certified teachers. Others who remained in the program are in the process of completing their degree requirements. The success of the pilot program is evident in its holding power and in the number of completions. In addition to the training objectives, the project tested and accomplished two additional objectives; the effectiveness of multi-agency cooperation and successful application of multiple funding efforts. In terms of the first of these objectives, the project successfully involved the Bureau of Research and National Teacher Corps, U. S. Office of Education; the Veterans Administration; the Department of Defense; the Research Council of the Great Cities Program for School Improvement, a private, not-for-profit corporation; eight large city school systems; and eight institutions of higher education. The second objective was accomplished through the utilization of resources from the Bureau of Research, U. S. Office of Education; veterans benefits provided by the Veterans Administration through the G. I. Bill; local school system funds; in-kind contributions of the Research Council; and in-kind contributions of the National Teacher Corps. In the latter two cases, considerable staff time was made available for planning and program operation.

INTRODUCTION

This report represents the culmination of a one-year pilot program effort conducted by the Research Council of the Great Cities Program for School Improvement in cooperation with eight of its member city school districts, the U. S. Office of Education Bureau of Research and National Teacher Corps, and several colleges and universities (See Appendix A). The concept grew out of a concern expressed by the Executive Department of the Federal government that the unique talents of returning servicemen should be utilized in the various fields of public service. It was felt by many in the field of education that the returning veterans, by virtue of their broad background of experience and seasoned outlook on life at a youthful age, could well serve and be served by the education profession. It was hoped that the unique qualities of these young men could be used where educational needs are the greatest -- in the inner-city, disadvantaged areas of our large cities. There was clearly a need for well trained teachers who could project a strong, male image in the inner-city classroom.

The cooperating agencies mentioned above, were in agreement that a program of veterans in public service should be initiated on a pilot basis, in education, in areas where there is an identifiable and definable need for the services of trained teachers for the inner-city. The benefits of such a program were to be accrued to both the returning veteran and the receiving urban school system. Hopefully, the program could be designed around the career ladder concept, through which the veteran could enter as a trainee and emerge as a qualified and certifiable teacher. The Veterans in Public Service Program was planned as a work-experience program wherein the veteran would spend part of his day in the service of the school to which he would be assigned as a teacher aide or assistant, while the remainder of his time would be concentrated upon a college program from which he would eventually graduate and receive a degree in the field of education.

PROBLEM AND OBJECTIVES

The interlocking complex of urban educational problems has been researched and recorded in numerous public documents; yet, there have been few consolidated national attempts to alleviate these problems which are financially commensurate with the dimensions of the problems. In this project, an attempt was made to blend together several sources of Federal and local funds to develop and test a new inner-city career development program that might serve as a model to overcome some of the severe teacher personnel problems that affect cities. Should additional funds become available in the future to launch a more massive attack, this model has the capacity for expansion into a national program on the recruitment, training and development of career patterns for immediate and and potential long range efforts to improve the capability of inner-city schools. The specific problem areas that this program focused its attention on were as follows:

1. The lack of current career programs for urban teachers (the system is now one of "up and out", leaving few of the cities' best teachers in the schools which need them the most).

2. The extremely high turn-over rate of urban teachers reinforced by the lack of incentives to encourage them to remain in ghetto schools.

3. The lack of successful male models in the environment of the ghetto child. Traditional teacher education has largely been a female endeavor, again since the reward system neither entices males to enter nor provides an economic reason for them to remain in ghetto classrooms.

4. The lack of personnel in the teaching profession which have first-hand experience with inner-city life and, therefore, may find it extremely difficult to prepare daily educational programs that are realistically relevant to the needs of inner-city children. The typical pattern of teachers in urban education is that of the "occupation army", not living in the community, which moves in and out of the school building every day.

5. Very few cities have initiated realistic differentiated staffing patterns; those that have been developed deal largely with female para-professionals, yet one overwhelming psychological need of the ghetto child is the association with successful male models of minority groups.

6. The traditional educational systems which have produced most of the urban teachers have not been designed to address themselves to the unique problem of the inner-city.

7. Of the large number of veterans returning to our large urban centers every year, many do not have clearly defined goals. As a result, personal aspirations may be challenged, changed, or left unfulfilled. If the energies, experiences and competencies of these veterans can be channeled in directions that will offer immediate opportunities for career development and economic return, many individual gains and contributions in educational services will have been made.

There have been many programs designed to attack these problems in a variety of ways. The problem discussed herein was built on the successes of such former attempts as the following: Teacher Corps, NDEA Title XI Institute for Teachers of Disadvantaged Youth, OEO projects on the training of para-professionals, OEO's New Careers Program, numerous projects under E. S. E. A. Titles I and III, projects funded under OE Research Bureau and Title IV of the Civil Rights Act involving the training and employment of para-professionals, numerous local projects involving returning Peace Corpsmen and Veterans (two programs of which are reported in greater detail on following pages), and a host of known projects in urban schools with similar objectives but without the benefit of Federal funds. All of these programs have developed persons dedicated to the recruitment, training and retention of urban teachers. Federal funds have proven to be quite vital to the cities in the implementation of effective educational programs. This project demonstrates how it is possible to combine funds and resources from the G. I. Bill, D. O. D. Project Transition, local Veterans Administrations, the Office of Education Research Bureau and Teacher Corps, local higher education resources and local school district

resources to initiate a development program that might eventually be supported by combinations of other funds, such as those listed as well as OE's EDPA programs, H. U. D.'s Model Cities, Labor Department's M. D. T. A., and other training programs supported with various state and municipal funds for urban education.

At the outset of the VIPS program, it was anticipated that with this effort an attempt would be made to launch and "debug" a national career development program for returning veterans by utilizing multiple funding in a small number of cities with locally different problems and administrative policies. In brief then, the objectives of this program were:

1. To launch an educational career development program for returning veterans to be employed in urban schools;

2. To utilize the experiences and talents of returning veterans (among other things to provide "hero-type" models for ghetto youth);

3. To attract more males into urban education;

4. To expand the successful model of the Teacher Corps into the para-professional field;

5. To encourage differentiated staffing in urban schools;

6. To encourage the coalition of universities, schools, and their communities in developmental programs utilizing Federal, state and local resources.

7. To utilize occupational specialties developed by the veterans through military training in their school assignments.

RELATED PROGRAMS

Philadelphia

In January, 1968, the Bureau of Higher Education, U.S.O.E., made a decision to direct the resources of their Educational Talent Section to meet the training needs of veterans in one of the public service fields (education) as previously suggested in a statement by the Executive branch of government. The background and inception of this program closely paralleled the VIPS project reported here. Because of limited resources, the Bureau of Higher Education hoped to combine resources of existing local, state, and federal programs which were already involving cooperative efforts between the public school system and institutions of higher learning.

The School District of Philadelphia was identified as the target city for this project since conditions which would lend themselves to such a program already existed there. An Educational Talent Search Project conducted by the Office of Education with the College Bound Corporation was already under way. In addition to already established working relationships with area colleges and universities, there were also several Teacher Corps teams operating in the public schools.

College Bound Corporation was granted a contract to recruit servicemen for careers in education. The roles of other agencies were to include: (1) The Educational Talent Section would provide a staff member who, along with the Executive Director of College Bound Corporation, would coordinate the project, (2) Temple University would establish selection criteria and admit veterans to courses of study which would be credited toward a degree in education, (3) National Teacher Corps would assist in the recruitment and selection of veterans, as well as make available the Teacher Corps team structure and administrative personnel to provide support for the veterans in their public school work assignments, (4) the Veterans Administration would assist in supplying information for recruitment and would assist the veterans in obtaining their G.I. benefits, and (5) the School District of Philadelphia agreed to provide immediate employment for the veterans enrolled in the program.

The Philadelphia project was necessarily rushed into program activity as a result of very limited lead time. As a result, several problems emerged at the outset of the program, such as the immediate need for funds to pay for tuition and books (in some cases students received a loan from College Bound Corporation), establishing equitable pay rates, contending with school district examinations (it was agreed

to weigh the results of examinations one hundred per cent on an oral basis), establishing resident requirements for reduced tuition fees, etc.

There were no formal selection criteria established for the program initially, other than mutual agreements by the university and the school district to accept the veterans for academic training and classroom experience.

St. Louis

A second program which was also conceived in the Spring of 1968 and became fully operational in the Fall of that same year, was initiated by Webster College in cooperation with the St. Louis Public Schools. As was the Philadelphia program, the VAULT (Veterans Accelerated Urban Learning for Teaching) Program was designed to directly involve returning veterans in the education process - preparing to become teachers in the inner-city schools where a strong male image is generally absent or lacking in the necessary numbers. In this program the veterans were directly recruited by Webster College, initially from Fort Leonard Wood, Missouri. Selection criteria were based on personal interviews with college staff members, individual interests, and ability to successfully emerge from six weeks of orientation.

The St. Louis program has since been expanded to include the participation of a community college (Forest Park Community College) and two suburban public school systems (University City and Webster Groves). VAULT students include men and women, Blacks, Mexican-Americans, and whites, most of whom are veterans of the Vietnam conflict. Quotes from a Webster College brochure emphasize the value of veterans in public service programs such as project VAULT:

> " Officials in the Banneker District of the St. Louis School System are delighted by the prospect of male teachers specifically trained and motivated for inner-city work. "

> " College faculty and administrators are excited by the opportunities evident in a solid, relevant effort aimed at meeting some of the country's most serious educational problems. "

The veterans say:

" I really feel a part of the teaching staff. " Once

you get in VAULT, you grow in it."

About questions asked by their elementary pupils:

> " I can't give them any universal answers, but I try to tell them how I feel about it."

On teaching math to the same age group youngster:

> " The concept hits him, you can almost see it. You know he's seeing something for the first time."

As evidenced by the success and growth of the Webster College program, the value of preparing returning veterans for careers in education, and particularly in areas of great need - the inner-city, goes unchallenged.

PROGRAM DESIGN

Well defined areas of responsibility emerged at the outset of planning the VIPS project. The Research Council, serving as prime contractor, was charged first with the responsibility of developing the project format in cooperation with participating government agencies, formalizing contractural arrangements with the funding agency and extending sub-contracts to qualified city school districts. Both member and non-member school systems of the Research Council were to be considered.

The sub-contracting task was accomplished by submitting a request for proposals to the qualified school systems. A set of proposal guidelines were developed and made available to the cities, along with the RFP. In the guidelines, it was requested that each city clearly describe the model they intended to develop in order to achieve the objectives of the VIPS program. This description was to delineate responsibilities of the cooperating agencies involved (i. e. the city school system and the cooperating colleges and universities). While the city school districts and colleges were encouraged to jointly develop their own models, the following features were suggested for their consideration:

Project Goals Should Be Clearly Defined:

- -- Training VIPS for a career in education
- -- Length of time required
- -- Provision for career ladder development embracing all possible resources

Eligibility of Veterans:

- -- Veterans during Vietnam Era
- -- High School Diploma or equivalent
- -- Interest in becoming a teacher
- -- Inner-city derivation and empathy for disadvantaged children

Recruitment and Selection:

- -- Recruit from Project Transition, local veterans and other local agencies and organizations
- -- Selection panel (local education agency, college and Teacher Corps)
- -- Develop local selection criteria

Administration:

-- Superintendent of Schools contractor
-- Primary role for Teacher Corps coordinator
-- Define relationship and responsibilities of LEA coordinator and Director of Teacher Corps Project
-- Explain liaison with local school principal, college Dean, and LEA Coordinator
-- Determine GED training to be completed by Transition Centers, or specify local school responsibility

Local Schools:

-- VIPS serves as part of Teacher Corps team
-- Show types of employment and the progression that is contemplated
-- Specify flexibility of work assignments to provide for study and community activity
-- Insure availability of material relative to minority culture
-- Define in-service activity and supportive services by the LEA
-- Determine ratio of VIPS to team leader
-- VIPS under direct supervision of team leader
-- Develop duties using service-connected experience and skills

College and University:

-- Develop program to meet needs of VIPS
-- Insure proper coordination
-- Formal coursework, whenever possible, should be offered on public school site
-- Program plan should emphasize disadvantaged students needs and inner-city community action

Curriculum:

-- Two year undergraduate curriculum
-- Courses geared to the needs in the local schools and community
-- Courses should involve problem solving component

-- Instruction should assure VIPS progress from simple auxiliary functions to tutoring and to increasing responsibility consistent with the career ladder concept
-- Include teaching of minority group history and cultural contributions

Community Involvement:

-- Local schools are responsible
-- VIPS should be involved in community activity which parallels the Teacher Corps team configuration
-- VIPS should be given meaningful assignments based on his service experiences and training
-- Coordinate program with participating college

Team Structure:

-- VIPS members of Teacher Corps team under supervision of Team Leader
-- Ratio of VIPS to Teacher Corps team determined locally

Pre-Service and In-Service:

-- The local education agency and the cooperating college will provide for appropriate preparation for VIPS work assignments
-- Where applicable, the purposes and patterns of the Teacher Corps should be followed

Evaluation:

-- Where applicable, Teacher Corps Guidelines should be used in developing evaluation criteria

Funding:

-- Pay scale for VIPS
-- Extent of local contributions (VIPS wages, supportive services)

-- College or university tuition and fees
(VIPS G. I. benefits)
-- Other benefits

In addition to the above, a set of forms and instructions for preparation of proposals was included with the guidelines (see Appendix B).

The second major responsibility of the Research Council was of a fiscal nature. Payments for sub-contractual agreements were to be made by the Council, utilizing the necessary and proper accounting and monitoring procedures of program activities in the local districts. Data gained from the monitoring process were submitted to the funding agency in the form of interim progress reports. In addition, the project director and other Council staff members were made available to assist the cities during the various program phases of the one-year pilot effort. The Research Council, in its contractual capacity, was the coordinating and liaison link among participating cities and between the cities and the various cooperating federal agencies.

Finally, the Research Council was responsible for bringing school district, college and VIPS trainee representatives together for an evaluation conference approximately midway through the program. This conference, held in Washington, D. C. in June, 1969, is discussed under a separate topic in this report.

Local Responsibilities:

The local school districts and their cooperating colleges and universities were to develop and conduct a work-experience program for the returning veterans which would best serve the career ladder concept. The veterans of "VIPS" were to be trained on the job as teacher aides or teaching assistants while receiving the necessary college academic preparation which would permit upward career mobility of the VIPS from teacher aide to para-professional to a fully certifiable teacher. In order to accomplish this goal, the local participants (school districts and universities) developed a program in each city which permitted the VIPS to receive on-the-job experiences in classrooms and in other "teacher" types of activity in the schools which gave them firsthand experience in working with children. The academic programs were geared to the needs of the VIPS. In some cases, it was necessary for the cooperating institutions of higher learning to provide remedial and refresher courses to bring the VIPS to a competitive level in the college environment. Where at all possible, the veterans were blended into the regular college curriculum for a four year program in teacher education.

National Teacher Corps:

The National Teacher Corps provided local coordinators and team leaders to assist the school districts in launching and operating their VIPS projects. Where possible, the veterans were assigned to Teacher Corps teams. As members of the teams, the veteran's initiation into the school routine was made easier. The team structure also provided a peer group with whom the VIPS could identify and seek help when necessary.

The Teacher Corps team structure was not available to the VIPS who were assigned to certain schools, particularly vocational school, where Teacher Corps did not operate programs. In these instances, however, the school system provided for the team approach and assigned supervisory staff or experienced, master teachers as team leaders.

The National Teacher Corps agreement to provide team leaders and local coordinators to assist in the VIPS program, both in advisory and working capacities was of invaluable service to the success of the program.

THE VIPS CONFERENCE -- AN EVALUATION

The VIPS Conference was held in Washington, D. C. on June 5 and 6, 1969 -- three months prior to the close of the project contract. The two day conference was called primarily to assess the state of the program -- to report on problems that had an adverse affect on the program, to generally discuss operational bugs, and to elaborate and exchange notes on unique experiences and successes that could serve to benefit all the program participants (see program agenda, Appendix C). As a result, the VIPS conference proved to be a most valuable medium for evaluation of the program, with immediate feedback on specific problems.

Three major groups of conference participants were represented -- the program coordinators for the city school districts, college and university liaison representatives, and a veteran representative from each city. Others present included staff members of the Research Council and representatives from the Bureau of Research, National Teacher Corps, Bureau of Educational Personnel Development -- U. S. O. E., and the Veterans Administration.

The three key groups of conferees (veterans, city, and college representatives) offered the conference a complete perspective of the operational status of the program. The essential part of the conference was organized into group sessions, which were divided into the three primary groups. The charge of each group was to discuss program operations in their respective cities and to identify specific problems they were encountering, and if possible within the meeting time constraints, to consider possible solutions. Each group elected a chairman and a recorder.

At the close of the group sessions, the groups were brought back together into a large general meeting, at which time the recorder or chairman for each group reported the results of their discussions. A panel composed of three representatives of various cooperating government agencies were asked to react to the reports and respond to questions concerning the specific problems. The general session was also open for free discussion and exchange of ideas among all participants attending the conference.

Two general concerns seemed to run through the discussions. The first was the matter of subsistance provided for the VIPS in the program. While they received the G. I. Bill benefits for training, the balance of their income was generally based on the wage levels of non-professionals with similar duties. Since the VIPS were not employed on a full-time basis, this income was rather limited,

especially for those with families to support. Paradoxically, the second major concern related to the fact that the work load, eventhough part time (often up to thirty hours per week), interfered with the VIPS participation in the academic training component of the program. Many veterans were carrying a heavy load of courses -- in some cases, an average course load was fifteen semester hours.

RESULTS AND IMPLICATIONS

In order to gather pertinent data for a final evaluation of the VIPS program, questionnaires were mailed to all the participating school systems and their cooperating colleges and universities (see Appendix D). The following pages include summaries of the processes by which the cities conducted the program. In some cases, these efforts were modified to improve upon the original intent of the program.

Also reported here are some of the generalizable results, evaluative statements and implications for expansion of the concepts fostered in this program.

How the veterans were selected:

All the subcontracting agencies (city school systems) employed a selection panel to screen, process and select among VIPS applicants. The panel structure varied from city to city and the size of membership ranged from three to nine members. General representation included the city coordinator and college liaison assigned to the VIPS program; Teacher Corps coordinator or team leader; local school administrators; community, state employment service and Veterans Administration representatives; and college and community agency representatives.

Each city developed its own criteria for the screening and selection of veterans into their respective programs. Among the most predominant criteria for acceptance of an applicant were:

The applicant must:

- be a Vietnam-era veteran
- possess a high school diploma or equivalent
- be a member of a minority group
- possess an Honorable Discharge
- be an "inner-city" resident
- desire to become a teacher
- be interested in working with disadvantaged children
- possess potential for pursuing college level work
- be eligible for benefits under the G.I. Bill
- be in good health

The veterans:

Chart I relates the number of veterans participating in the program in each city at various times throughout the project.

Chart I: Number of Participating Veterans

City	Initially	At Close of Fiscal Year	Still in school sys. 12/31/70
Chicago	25	24	20
Cleveland	21	23	13
Detroit	24	17	23
Memphis	20	14	12
Miami	15	21	17
New York	25	16	2
Omaha	24	22	22
St. Louis	25	23	11
Total	179	169	118

With one exception, attrition rate generally appeared to be no different than that of other teacher training programs. However, the reasons for leaving the program differed in many respects from those that could be expected in other work-related college programs. For example, the reasons for VIPS leaving the program, in order of percent of actual known numbers were:

1. Low pay (34%) -- The lack of funds to support themselves and their families (many VIPS were married and several had children) was a concern expressed at the VIPS conference discussed earlier in this report.

2. Another job opportunity (16%) -- This reason, again, reflects the personal income problem many veterans were having. It might also reflect a waning lack of interest in, or disenchantment with the prospect of becoming a teacher.

3. Reason unknown (14%) --

4. Inability to adjust (8%) -- It was anticipated that adjustment from a military service life, particularly for combatants, might result in difficulty for some veterans.

5. Dismissal - poor attitude (7%) --

6. Academic course or program change (5%) -- Some veterans dropped from the VIPS program (in which they were being prepared for a career in education), although they remained in a college program to work toward a degree in a different field of interest.

7. Poor attendance (4%) --

8. Poor academic grade point average (3%) --

Other reasons included moral problems, family problems, tired of school, extended illness, left city, and theft on the job. It is interesting to note that, of the eight primary reasons listed above, two which are often the causes of attrition in regular programs (poor attendance and poor academic grade point average) claimed the least percentage of students in this program.

VIPS assignments in city schools:

Duties generally assigned to the veterans were of an instructional assistant nature. Of these, most were assigned classroom duties while others served as instructional aides in the swimming, physical education and other recreational-related areas.

The intent of the program was circumvented in some instances when VIPS were assigned to non-instructional duties such as patrol, student activities, audio-visual aids, library, etc. While the

experiences gained in some of these activities were of some value to the veterans in understanding the full range of school programs and operations, their basic purpose -- to assist in the classroom and to project the desired male image to ghetto children -- was being thwarted. One city provided summer work for VIPS as warehouse help. However, this work was provided during the periods of time that the schools were not in session and served to provide much needed additional income for the veterans.

Assignments ranged in grade level from pre-school to high school and vocational school. Table I describes the grade level and duties assigned to VIPS by city.

TABLE I: Duties and Grade Level Assignments by City

City	Subject	Grade Level	Duties
Chicago	Vocational	High School	Implementation of shop program, tutoring, counseling, classroom management.
	Reading, Math Social Studies, Science, Art Music	Elementary	Tutor individuals, instruct small groups, prepare tests and prepare other evaluation instruments. Prepare special learning materials, counsel students.
Cleveland	Industrial Arts		Taught auto mechanics, machine shop, wood and metal shop, etc.
Detroit	Reading	Pre-School thru 7th	Tutoring individuals and small groups. Listening to individuals read orally. Helping children with sight vocabulary phonics, etc. Play games, give tests. Use audio-visual equipment to make learning aids. Make bulletin boards, etc.
	Math	Primary Unit thru 7th	Tutoring individuals and small groups. Working with slow learners developing number concepts, skills and positive attitudes toward math.

Table I (Continued)

City	Subject	Grade Level	Duties
Detroit (Continued)	Math	Primary Unit thru 7th	Making learning aids and bulletin boards.
	Spelling	Primary Unit	Tutoring individuals and small groups. Making bulletin boards. Making learning aids.
	Fine Arts	4th Grade thru 7th	Assist teacher in getting materials ready for students. Assist students in making bulletin boards and using equipment.
	English	Primary Unit thru 6th	Tutoring individuals to learn how to write sentences and paragraphs; building story writing skills. Chances to participate in oral communication by building onto the knowledge the child already has.
	Community	Parent Child Center and Schools	Working with family groups including pre-school children. Setting up co-op food program. Shuttling families to and from agencies. Keeping children while parents take care of business outside the home. Counseling with families.

Table I (Continued)

City	Subject	Grade Level	Duties
Detroit (Continued)	Curriculum Laboratory	School Personnel	Operating and teaching other school personnel to operate machines for making learning aids.
	General School		Working with safety patrol, clubs and other school organizations. Monitoring halls and lunch room. Counseling with children to bring about a better image.
Memphis			Assisted classroom teachers in P. E. Classes -- 30 minutes each -- After school recreation 3:00 - 5:00 p. m.
			Worked with certified instructors Pool managers Job Corps personnel at 12 pool sites.
			Assisted in gathering and disseminating instructional materials in Board warehouse after pools closed, and prior to school opening.
			Games, dancing and swimming (This phase was terminated by 9/69 to enable VIPS to take more courses at MSU)

Table I (Continued)

City	Subject	Grade Level	Duties
Miami			Assisted with drill work. Read and told stories to pupils. Listened to pupils read and tell stories. Assisted in supervising pupils on field trips and in the lunch room. Read stories to pupils. Clerical duties. Assisted in implementing microscopic laboratory. Clerical, housekeeping - and teacher - directed activities. Assisted in teacher-directed activities, preparing bulletin board displays, operating audio-visual equipment.
New York	Mathematics, Reading and Foreign Language	All	Assisted the teacher with large group activities. Worked with small groups or individual children. Contributed to enrichment activities by utilizing special talents.

Table I (Continued)

City	Subject	Grade Level	Duties
New York (Continued)	Mathematics, Reading and Foreign Language	All	Assisted the teacher in guiding children to work and play harmoniously. Alerted the teacher to the special needs of individual children. Served as a source of support and comfort to all children Examples of Monitorial and Clerical Duties that were performed: Kept attendance and health records. Prepared instructional materials. Arranged displays and bulletin boards. Collected monies. Checked, stored and took inventory of classroom supplies and materials. Arranged for field trips. Translated and interpreted foreign languages. Assisted with preparation of classroom
Omaha			Observed classes, helped the teacher make aides for the students, talked with disruptive students and made home visits. Taught individuals and/or small groups, utilized special talents,

Table I (Continued)

City	Subject	Grade Level	Duties
Omaha (Continued)			helped with parent contacts, such as home visits. After special training at our reading clinic, three veterans were used to teach reading at the clinic. Helped teach swimming and advanced swimming during the summer program.
St. Louis			Tutored individuals and small groups. Supervised pupils as they worked independently. Supervised children on the playground. Read to students. Produced plays. Sponsored clubs. Planned and arranged bulletin boards, charts and displays of pupils work. Operated audio-visual equipment. Served as an aide in a special education class for mentally retarded children. Conducted classes in manual arts training. Assisted the social worker in visits to homes. Supervised after-school activities. Coached teams.

The academic program:

The cooperating colleges and universities provided three kinds of courses for the VIPS. In most cases, the veterans were enrolled in regular academic courses. In other instances, the regular courses were altered, or tailored, to meet the needs of the veterans. The third alternative was the creation of specially designed courses for the VIPS program. Examples of courses designed specifically for the VIPS program are described by the universities as follows:

Supervised Field Work and Seminar:

This field work and seminar course was allied with the training program in the schools. It met veteran's program requirements for reimbursement, but no credit was granted toward the Associate of Arts degree.

Human Growth and Development; is taught all semesters and all summer sessions.

If most of the VIPS elect to take this course in combination with Psychology 351 "Educational Psychology," a special section will be formed. In a special section, additional emphasis will be given to the understanding the disadvantaged child. In all probability, a team leader from Teacher Corps would become the instructor and it would be taught off campus in one of the inner-city schools.

Educational Psychology: is taught all semesters and in the summer sessions.

If most of the VIPS elect to take this course in combination with the above education courses, a special section could be formed. It is possible that the instructor from the Department of Psychology would offer it on-site. He has taught this course many times and is scheduled to teach an off-campus course at the graduate level on an Indian reservation for the Teacher Corps UNO during the Autumn 1968 semester.

The Psychology course deals with the study of the capacities and interests of children and individual differences therein. Factors that influence learning and an evaluation of learning and classroom procedure

are presented. Special sections of VIPS would stress the unique problems of the disadvantaged.

Fundamentals of Speech; taught all sessions. The University would attempt to place most of the VIPS in Speech first semester, but some may delay until Spring, 1969.

A basic course in principles, components and skills of effective speaking and listening; guided practice in informal speaking, public speaking, discussion and listening.

No special sections anticipated for VIPS. Director would confer with instructor to explain nature of VIPS program and the need to be sensitive to their needs but special adaptions beyond an understanding of the program are not anticipated.

Note on other courses: The other liberal arts courses outlined in the curriculum are not explained here. They are self-explanatory and will not be special sections nor will courses be altered for VIPS.

English

A basic review of grammar, usage, sentence structure, paragraph building, punctuation, and spelling; plus work in vocabulary building.

This course, by arrangement with the English Department, will be taught by three Teacher Corps interns who will do it as a community service and under the direction of their team leaders with supervision by the coordinator for the English Department's composition courses. The course will be taught in three small groups so VIPS will receive special attention. Use of programmed materials, linguistic approaches to grammar, and modern techniques in instructional materials will be encouraged.

The course will be taught on site in the public schools and writing work will be coordinated with tutoring work of the VIPS so their courses may be functional. For example, English assignments will be related to writing and tutoring work VIPS do in the schools with

children. Vocabulary building techniques which can be used with children will be made and utilized with VIPS. These sections of English will be exclusively for the VIPS and follow-through on assignments will be conducted by interns teaching the course plus assistance from Teacher Corps team leaders.

Interns selected to do the teaching were English majors in their own undergraduate work. Interns will be encouraged to focus upon learning problems of the disadvantaged thus providing VIPS insights into their own learning patterns.

Introduction to Teaching

An examination of the nature of the teaching tasks. The course would be taught on site. One of the Teacher Corps team leaders will teach the course as a part-time faculty member of the university. The course will stress particularly, the functions of teachers of the disadvantaged pupil and the appropriate supportive activities which educational technicians can perform in working with regular faculty. Laboratory work will be in the school and community to which VIPS are assigned.

Conflict Analysis Seminar

Seminar in Conflict Analysis will provide students training in identification of role behavior as seen in social conflict situations. Initially, the course will emphasize auditory and perceptual analysis skill and progress into greater dependence on reading and writing analytical abilities.

Recognizing that students possess a high level of physical energy the course will stress physical action and "doing" upon the part of the participants. Secondly, the course will strive to enable students to achieve success in handling materials that require critical thinking. Reading and writing materials will be introduced into the course based upon students interests, with the objective of eventually enabling students to transcend their immediate world view and perceive those of other people.

For example, students will be shown a motion picture. Class discussion on the film will follow to identify role behavior and the "why" of role behavior. Students will then be assigned to write a short play-situation in which the role behavior of characters in the motion picture would be re-created. We would video-tape the student presentation with the class being shown the tape and class analysis following. Also, selected passages from literary works that exemplify role behaviors under study in the classroom would be examined. Class discussion of the reading would follow.

America: Black and White

Intended as an aid in reorientation to the urban scene in America, this course will begin with study of contemporary black-white relationships and then delve into the social history behind the current crisis. The course will include study of the socio-economic relationships between blacks and whites, critical analysis of the various approaches to the situation including the black power and civil rights groups from militant to moderate, the public and private programs, and the political relationships in the society.

The background investigation will focus on the socio-economic history of the Negro community in America, from African antecedents to the present moment.

The aim of the course is to provide access to sources and to arm the returning G. I. with critical and analytic tools with which to evaluate the programs, ideologies, and approaches of various groups to America's number one domestic problem. Thus, he will be better able to make his own decisions about his role and style of service in urban America.

Humanities Seminars

Seminars in the Humanities will be organized around a thematic approach to the study of civilization. An interdisciplinary method of instruction will provide students opportunities to sift major trends and identify crucial concepts from the mass of factual information. Within the framework of the seminars will be discussions,

presentation of short papers, creation of films and video-tapes, and writing of poetry and short stories.

The four major Humanities seminars will examine American, European, Asian, and African civilizations through the medium of history, social science, literature and the arts. Although stress will be laid upon the development of reading and writing skills, students will be encouraged to respond to the intellectual demands of the seminars through discussions, creation of film and video-tapes.

To train students in the lecture method of instruction, they will observe two hours of filmed lecture in the company of tutors. Note taking and analysis of the lecture will be stressed in these sessions. The actual filmed lectures will be made by participants in the Humanities seminars and will be linked to work under study in the seminar.

As students achieve skills in analyzing lectures, they will be given opportunities to take a "mini-course". This will be entirely on film. These courses will utilize programmed examination materials enabling students to progress according to ability and interest. Upon successful completion of the twelve hour course, a student will be eligible to obtain one credit hour.

Math-Science Seminar

To emphasize the inter-relationship between mathematics and science students will encounter both equally in a jointly taught math-science seminar. The first math-science seminar will point out the harmony between science and mathematics while the second seminar will emphasize the differences in structure of the two areas. The third course will provide content and techniques in the biological science areas and will show the relationship between science and the social sciences. The fourth course, in the math-science sequence, will emphasize content in mathematics and point out some interactions between mathematics and art, science, philosophy and religion.

Material will be introduced into the initial math-science

seminar in such a way that students will be able to utilize the information and teach elementary children through extensive use of manipulative materials. Specific consideration will be given to examining several short units so that students, as part of their class work, can be prepared to teach one such unit to a group of inner-city elementary school children. Thus early in his college experience, the student can achieve success in teaching children in elementary school.

Action Learning

Learning in the context of a real situation combines practice and theory in an unusually effective way. The credits in Action Learning will be earned by field experiences related to discussion of appropriate theoretical materials. Tutoring, school-community work, community organization, city agency service; all these offer possibilities of learning in the social sciences. Tutoring and school-work offer experiences in the socio-economic world of the child and provide insights into the relationship of the child, his family, and their world to the school as an institution. Street work and agency service provide a realistic context for theoretical inquiry into sociology, political science, and the economics of poverty.

Action Learning will involve field placement with joint supervision by the agency and by the college, along with a weekly seminar which ties theory to experience. The progression of placements and seminar content will be guided in such a way as to build knowledge in the disciplines as well as to aid students in the development of more sophisticated professional skills.

Grades:

Grades received by the VIPS in their academic programs were well within the "normal curve". In fact, the curve was skewed slightly in their favor, with more "A's" and "B's" than might normally be expected. The following grades and percentages of VIPS receiving them were drawn from available information submitted by the colleges and universities:

GRADE	PERCENT OF VIPS
A	18 %
B	42 %
C	30 %
D	9 %
F	1 %
	100 %

Public School- University Liaison:

The public school system VIPS coordinators and their university counterparts met at various times throughout the program to discuss mutual program concerns. During the course of the year, these individuals met an average of fourteen times, or slightly more often than once a month. Pertinent discussion topics of these meetings included:

1. Attendance -- punctuality
2. Financial situation of the veterans
3. Specific academic subjects
4. Program cost to the university
5. Course loads of the VIPS
6. Tutorial services for the VIPS
7. Academic and work schedules
8. Administration of the project
9. Improving communications among veterans, school staff and college staff
10. Specific problems of the veterans

The school and university coordinators were asked what changes were introduced as a result of these meetings. Random responses were as follows:

1. A special Counselor was assigned for VIPS.

2. Procedures for reporting veterans enrollment to V. A. was changed so that veterans would continue to get their checks without a break each semester.

3. A special course was offered in the use of Audio-Visual equipment.

4. Provisions were made for transportation to the on-site college course work.

5. To circumvent entrance exam, veterans who failed test attended evening division classes.

6. Salaries were increased to include travel.

7. Orientation to COP program to be entered 9/1/70.

8. Credit for practicum to increase G. I. benefits.

9. Most college classes were scheduled for three days per week rather than every day during the week.

10. Reassignment of men who were having difficulty with their principal. Reassignments were made to schools where the school staff was more compatible with the skills and interests of the veterans.

11. Modification of the veterans' schedule for work in the elementary schools. Emphasis was placed on producing greater flexibility in scheduling.

12. Development of closer ties between the activities of the veterans and Teacher Corps interns.

13. The need to involve the Veterans in program planning became apparent..

14. A guidance counselor was assigned to the Veterans.

15. Fewer working hours in public schools.

16. Veterans were treated as individuals rather than as a bloc.

17. Independent study given for some college work.

18. College credit given for experiences in public schools.

19. A weekly seminar with the VIPS was instituted. Also, a weekly visitation of VIPS on the job was arranged.

20. Work experiences, supervision/work coordination; university course offerings were changed for the following semesters.

Significant outcomes:

There were many valuable outcomes of the Veterans In Public Service Project reported here. These are better expressed by those who were intimately involved with this pilot effort on the local level. The responses of both the city school district and university officials are reproduced in their entirety below:

School District Responses:

Chicago:

Of the 20 who remained in the program, one became a teacher in September, 1969, and another finished his college program in history in December, 1970. During 1971, eight will complete preparation for teaching in the field of industrial education. Two others expect to graduate in 1972. the remainder of the group are still pursuing their studies.

The VIPS program was initiated in October, 1968, under a grant from the Office of Education's Bureau of Research through the Council of the Great City Schools. The program was transferred in October, 1969, to the Career Opportunities Program funding. Unfortunately, the funding for the Veterans in Public Service terminated in August, 1970.

Cleveland:

The Veterans were able to relate to the students much better than the average teacher. The attendance and lack of skill in handling their finances became a major problem with which the school had not previously been faced.

Detroit:

Six Veterans received grades averaging 3.00 honor points or better. Two Veterans received Ford Foundation Scholarships. Twenty-four Veterans were subsumed by the Career Opportunities Program beginning September 1, 1970, with as many as twelve expected to become trainers and resource persons for COP para-professionals upon satisfactory completion of the requirements for an associate degree from OCC.

Miami:

All veterans who continued with the program were accepted in the Career Opportunities Program. Hopefully, all of these participants who have completed sixty semester hours credit will be classified as teacher assistants. Those veterans who are enrolled as full-time students for one semester can arrange their schedules so that they may do substitute teaching as a means of supplementing their income.

Memphis:

Veterans remaining went into COP program as physical education assistants. They were and still are in demand by elementary schools. The number will soon be increased to 20 for Title I schools. The principals will receive orientation on 1/14/71 by a new area specialist for elementary physical education. Eight of the original VIPS (November, 1968) still remain with the school system as Career Opportunity Program employees.

New York:

The program proved conclusively that there is a dire need for the male model in our schools, particularly in our ghetto schools.

Omaha:

We have learned that young men can come into the school and do a commendable job of helping the youngsters. Also, since many VIPS were from the same area in which they are working, a gap was bridged between the parents and school in many situations. It has also been very interesting to see the VIPS begin to feel they are filling a need in the school and community. One VIPS made the following statement and it fits the thoughts of all, "For the first time in my life, I feel like I am doing something for someone."

I could go on and on about the good things regarding the VIPS program for it has been an excellent program, not only for the veterans, but also for the schools.

St. Louis:

The project recruited male aides for inner-city schools. This was the first time that schools have received males as aides. The men were predominantly from minority groups.

Because of their diverse interests and skills, the men carried out a wide variety of duties as aides. Several of the men were quite effective in working with primary students.

College and University Responses:

Chicago State College:

It became clear that, if properly organized by both the public school system and the college, the veterans (who by traditional standards were not "college material") can earn a degree and become successful teachers.

University of Akron:

Fourteen VIPS completed program through Summer of 1970. Twelve of these are now in Cleveland's COP Program and are contract teachers on temporary certificates in Industrial Arts in the Cleveland schools. They are attending the University of Akron and expect eventually to complete degrees with full certification. From the standpoint of

University staff, these men have been very interesting to work with -- and we have probably learned as much as they have.

Oakland Community College:

An excellent program. It provided incentive for completion of college for most VIPS. One of the VIPS received a Ford Foundation Scholarship to continue his education.

Memphis State University:

An increased awareness of the P. T. A. groups to the need for men in school situations; a marked decrease in vagrancy of pupils; an increase in group competitiveness on behalf of pupils. As for the Veterans, an increased pride in personal accomplishment; change of role identification; an awareness of benefits of leadership position.

Miami-Dade Junior College:

Most of the Veterans have graduated from Miami-Dade and are enrolled at the University of Miami or Florida Memorial College. Most of the veterans have decided to become teachers, therefore, implanting the "career ladder" concept. The men have become good friends. Rapport has improved between the public schools and college. Please feel free to call me for unusual and significant outcomes too numerous and involved to list.

New York University:

We believe the holding power was good.

University of Nebraska Center for Urban Education:

Of the original 24 selected that year, 17 are still in the program. Two graduated in August, 1971; and the others are scheduled to graduate in August of 1972.

Omaha schools now have in excess of 200 aides. We would like to think this is in part because of the success of the VIPS project.

Webster College:

James Logan, one of the original enrollees in the VAULT Program, who had some college hours, graduated and is now teaching in Champaign-Urbana, Illinois. Another enrollee, who graduated this past December (mid-term) will begin teaching later this month at Central High School in St. Louis. At least 10 more of the original enrollees will graduate this summer. One veteran who opted to transfer from our teacher training program, (who, incidentally, was a school dropout) recently completed an eight week course at St. Louis University which is provided for minority students. Those who successfully negotiate the course are accepted in Law School. This course is given in lieu of the pre-law entrance examination. Another veteran who opted not to go into teaching has been working part time with the Big Brother Association and as soon as he has his degree will become Director. Incidentally, this man was in service for over 20 years and he feels the veterans program has given him a new opportunity after having spent so many years in the military.

A final comment:

There seems to be little question that the Veterans in Public Service described in this report was not without its problems -- nor was it without many successes. Above all, this pilot effort proved that the concept which it set out to test is indeed realistic. Career ladder programs for returning veterans in public service fields should be seriously considered on a national basis. While the program described here was limited to a few veterans in the field of education, there is ample evidence that the VIPS concept should be expanded, not only in education, but in the many other areas of public interest and welfare.

The veterans themselves proved that they have unique qualities, competencies, and the adaptability to again serve the public interest in unlimited ways -- and at the same time find personally satisfying and economically rewarding career opportunities that may not have otherwise been available to them. Several of these young men were able to continue their college programs with funding from other sources and, as a result, some are now classroom teachers while others are completing their college training in anticipation of becoming teachers. Still others found greater interest outside the field of education and completed their college education in pursuit of other careers. A few did not make it at all, but for good reason in most cases. Even so, the high retention rate in the program was equal, if not better than similar programs.

APPENDIX A

Cooperating Agencies

COOPERATING AGENCIES

SCHOOL DISTRICTS

Chicago Public Schools
228 North LaSalle Street
Chicago, Illinois

Cleveland Public Schools
1380 East Sixth Street
Cleveland, Ohio

Dade County Public Schools
1410 N. E. Second Avenue
Miami, Florida

Detroit Public Schools
5057 Woodward Avenue
Detroit, Michigan

Memphis City Schools
2597 Avery Avenue
Memphis, Tennessee

New York City Schools
65 Court Street
Brooklyn, New York

Omaha Public Schools
3902 Davanport Street
Omaha, Nebraska

St. Louis Public Schools
911 Locust Street
St. Louis, Missouri

COLLEGES & UNIVERSITIES

Chicago State College
6806 South Stewart Street
Chicago, Illinois

The University of Akron
Akron, Ohio

Miami-Dade Junior College
North Campus
11380 N. W. - 27th Avenue
Miami, Florida

Oakland Community College
Orchard Ridge Campus
27055 Orchard Lake Road
Farmington, Michigan

Memphis State University
Memphis, Tennessee

New York University
32 Washington Place
New York, New York

University of Nebraska
at Omaha
60th & Dodge Streets
Omaha, Nebraska

Webster College
470 East Lockwood Avenue
Webster Groves, Missouri

The Council of the Great City Schools
1819 "H" Street, N. W., Suite 850
Washington, D. C. 20006

Bureau of Research
U. S. Office of Education
400 Maryland Avenue, S. W.
Washington, D. C.

National Teacher Corps
U. S. Office of Education
7th & D Streets, S. W.
Washington, D. C.

APPENDIX B

Forms and Instructions for Preparation of Proposal

FORMS AND INSTRUCTIONS FOR PREPARATION OF PROPOSALS

VIPS IN EDUCATION

Proposals should be written cooperatively by local education agencies and universities and/or colleges which are developing a coordinated program and submitted by the LEA.

Number of Copies

Twelve (12) complete copies of the proposal should be submitted to The Research Council of the Great Cities Program for School Improvement at 1619 Massachusetts Avenue, N. W., Washington, D. C. 20036.

The "master" copy containing the signature form which has been signed by all participating parties should be clearly identified on the cover as -- "SIGNED COPY."

General Instructions

A completed proposal will contain both forms and narrative sections assembled in the order indicated below. Additional materials not required in any chapter may be attached to the proposal as appendices. Identify clearly the sections to which such appended materials apply.

The proposal should be submitted on standard-size sheets of paper (8 1/2 X 11 inches) supplied by the applicant. Be certain that the narrative is identified by the appropriate Roman numerals and titles. Begin each Roman numeral section on a separate sheet of paper. Number each page consecutively throughout the proposal. A table of contents should give the number of the page on which each section begins.

Format to be followed

Each proposal should be assembled in the following order:

I. Proposal Summary (Form A)
II. Signature and Compliance (Form B)
III. Program Summary (Narrative)
IV. Local Education Agency Identification (Form C)
V. University Identification (Form D)
VI. Summary of Qualifying School Data (Form E)

VII. Development of Proposal
VIII. Certification and Degree Requirements (Form F)
IX. University Role in Program (Narrative)
X. Support Programs Available for VIPS (Narrative)
XI. Problems of Schools (Narrative)
XII. Training and Responsibilities of VIPS in the Schools
XIII. Coordinator (Narrative)
XIV. Community Involvement (Narrative)
XV. Correlation with other Programs and Resources (Narrative)
XVI. Selection Procedures and VIPS Evaluation (Narrative)
XVII. Program Evaluation
XVIII. Budget

A Proposal To:
The Research Council of the Great Cities
Program for School Improvement
For A:
VETERANS IN PUBLIC SERVICE/
EDUCATION PROGRAM

PROPOSAL SUMMARY

FORM A

Major Author: (Name and Title)
(Educational Agency)
(Street Address)
(City, State, Zip Code) Office Phone:
Home Phone:

PARTICIPATING INSTITUTIONS:

(List names of Institutions) (List name of Coordinator)

DATES: (Specify month, day and year)

(Employment)
(Training)

BUDGET: (Number of Veterans requested)
(Total amount of funds requested)

SCOPE AND SPECIAL CHARACTERISTICS

(Pre-College - Undergraduate)

(Grade Levels served) _____ thru _____

Special emphasis: _____

_____

VIPS/EDUCATION PROPOSAL

FORM B SIGNATURE AND COMPLIANCE

_____

_____

a. The Assurance of Compliance with the Civil Rights Act of 1964, Title VI, Date _____ _____ _____ applies to this application.
(Day) (Month) (Year)

District _____

Person authorized to sign agreements _____

Title _____

Date _____ Signature _____

VIPS/EDUCATION PROPOSAL

FORM C

LOCAL EDUCATION
AGENCY IDENTIFICATION

_____

_____

1. Local Education Agency: Congressional District(s) _____

a. Superintendent (name)
(Name of School System in CAPS)
(street address)
(City, state, : p code)
(office phone)
(home phone)

b. Project Coordinator:
(name)
(title, if any)

2. Dates of School Year - (1968-69) (month, day, year)

Teachers Report _____
First semester

_____
Second semester

Classes begin: _____
Classes concluded: _____

3. SALARY PAYMENT SCHEDULE

Bi-weekly monthly First payday 68-69

Other _____
Final payday 68-69

_____

Current yearly schedule for para-professionals

_____

_____

VIPS/EDUCATION PROPOSAL

FORM C (Continued)

LOCAL EDUCATION
AGENCY IDENTIFICATION

_____

_____

4. NON-PUBLIC SCHOOL STUDENTS to be assisted by VIPS in your agency under this proposal: ___None ___Yes in (#) _____ Schools.

5. VIPS are to be fully employed _____ hours per week which is _____% of normal _____ hour week.

VIPS/EDUCATION PROPOSAL

FORM D UNIVERSITY IDENTIFICATION

---

1. Institution: (Name of Institution in CAPS)

Congressional District _____

Dean of School cooperating in this proposal: (name, title, school or college)

Person to be contacted: (name)
(position or title) (department)
(name of institution in CAPS)
(street address)
(city, state, zip code)

Office phone _____
Home phone _____

2. Education

a. Number of veterans in Program _____

b. Number of Credit Hours to be offered _____

c. Number of Staff

Full time faculty _____ Part-time faculty _____

Paid Lecturers and Consultants _____

d. Program Emphasis preschool 1-3 4-6 7-9 9-12

e. How many credit hours will be offered in this program primarily for VIPS with special focus on the disadvantaged?

_____

_____

f. Full time University Enrollment 1967-68

Undergraduate _____ # seeking teacher certification _____
Graduate enrollment _____ # seeking education degree _____

g. Is your university now operating a Teacher Corps Program? _____

VIPS/EDUCATION PROPOSAL

FORM E

SUMMARY OF QUALIFYING SCHOOL DATA

School Agency or District (List in Capital Letters) / Attendance Center (level) (List below respective district)	Total Enrollment	% Poverty	% ADC	% Second Language	% Annual Turnover	% Drop-outs	Racial Background		
							% White	% Negro	% Other
CENTER CITY UNIFIED SCHOOL DISTRICT	4,357	31%	23%	*	11%	8%	67%	29%	* 4%
Attucks Junior High (7-9)	458	62%	48%	* 1%	18%	24%	17%	82%	* 1%
South Side Junior High (7-9)	248	52%	35%	* 28%	24%	26%	41%	31%	*28%
Jefferson Elementary (K-6)	685	64%	54%	* 9%	10%	0%	29%	62%	* 9%

*Spanish-speaking
**One Intern expected to resign

This form is filled out as an EXAMPLE. Explanatory discussion and other documentation should be included in section on "Problems of Schools."

VIPS/EDUCATION PROPOSAL

FORM F

CERTIFICATION AND
DEGREE REQUIREMENTS

I. Certification requirements of the State applicable to this program:

(use space required)

II. Baccalaureate requirements applicable to this program:

(use space required)

III. Courses Offered

(The following information should be given for courses offered:

a. course title

b. credit hours

c. semester offered

d. course descriptions including the following if applicable -

- how this course will be designed or adapted for VIPS

- whether it will be sectioned for VIPS only

- whether any instruction will be offered at the schools or off campus

e. instructors and departments or disciplines they represented if other than education.

(SAMPLE)

Sub Contract Model Budget

Pilot Program for 20 VIPS

	Total	Prime Contractor	Local
Wages paid to VIPS in full time employment. Estimated average - $4,800 annually. 30 hours at $2.50 per hour times 20 VIPS	$96,000		
Federal contribution to VIPS salary		$78,000	
LEA contribution to place VIPS at appropriate step in existing salary schedule			$18,000
Supportive Services			
Orientation, in-service training, etc. Local contribution at $1,500 per VIPS, in-kind or actual.	$30,000		
Coordinators salary			$ 9,000
Joint appointment with University			$ 5,000
In-service Seminars			$ 5,500
Tutoring @ __ Hr.			$ 3,000
Counseling			$ 7,500
Totals	$126,000	$78,000	$48,000

APPENDIX C

Agenda: Veterans in Public
Service Conference

The Research Council of the Great Cities Program for School Improvement

VETERANS IN PUBLIC SERVICE CONFERENCE

June 5 and 6, 1969
Mayflower Hotel (Maryland Room)
Washington, D. C.

THURSDAY, JUNE 5

ASSESSMENT OF WHERE WE ARE: HOW TO STRENGTHEN PROGRAMS

12:00 noon	OPENING LUNCHEON	General Session
	Introductory Remarks and Status of Programs	Mr. Alva R. Dittrick Mr. Jack I. Marcussen Mr. Joseph L. Howell
2:00 P. M.	GROUP SEMINARS	
	Discuss how the VIPS program can be strengthened based on experiences to date as viewed by the three groups involved (1) veterans, (2) school district coordinators, (3) university representatives	The General Session will Divide into Three Discussion Groups
3:00 - 5:00 P. M.	Reports of Group Seminar Discussions and Program Assessment by other Observers	General Session

FRIDAY, JUNE 6

EVALUATION AND PLANNING FOR THE FUTURE

9:00 A. M.	Role of the Bureau of Educational Personnel Development	General Session
	Role of the Teacher Corps	
	Role of the Research Council	
10:30 A. M.	Coffee Break	

FRIDAY, JUNE 6 (continued)

10:45 A. M.	Guideline Modifications for Continuation of Programs	General Session
12:00 - 1:30 P. M.	LUNCH - Open	
1:30 P. M.	Design for Evaluation	Dr. Joseph Mazur
2:30 - 3:00 P. M.	Conference Summary	Mr. Alva R. Dittrick

APPENDIX D

Final Report
Documentation Form

Veterans in Public Service
Final Report Documentation

(University)

Return to:

The Council of the Great City Schools
Suite 850
1819 "H" Street, N. W.
Washington, D. C. 20006

Name of University _____

Address _____

Name of Individual supplying data _____

Phone Number _____

Please forward the following information:

1. A complete transcript of courses taken at your university by the Veterans in Public Service from the beginning date of the project (earliest possible, Fall, 1968) until August 31, 1969, the closing date of the first year's operation.

2. A brief description of each (above).

3. All grades awarded in those courses. Names of Veterans need not be recorded, only a frequency distrubution (four A's, three B's, etc.). Withdrawals should be explained.

4. All credit hours received for such coursework. (Specify type -- Semester, quarter hour, etc.).

5. A complete list of all courses specifically created for the VIPS (with all the foregoing information).

6. The number of Veterans who completed their university training obligations through August 31, 1969. Number _____

7. The number of Veterans who dropped out of their university studies prior to August 31, 1969.
Number _____

Please indicate reasons for attrition.

_____

_____

_____

The number of Veterans who continued to take coursework beyond the August 31st operational period. Number _____

7. Was there a significant problem created by splitting Veterans' time between coursework and work experiences in the public schools?
Yes _____ No _____

Explain:

_____

_____

_____

8. How many project meetings were held between the VIPS Public School official and the VIPS University Representative? Number _____

How many of these meetings were held to discuss problems of specific Veterans? Number _____

How many of these meetings were held to provide feedback information to alter the VIPS project operation? Number _____

What changes were introduced as a result of these meetings?

_____

_____

Briefly identify other pertinent discussion topics from these meetings:

9. Please comment on any unusual/significant outcomes or experiences of the Veterans in Public Service.

Veterans in Public Service
Final Report Documentation
(School System)

Return to: The Council of the Great City Schools
Suite 850
1819 "H" Street, N. W.
Washington, D. C. 20006

Name of School System _____

Address _____

Name of Individual supplying data _____

Phone Number _____

1. Please provide a list of the names and position titles of the VIPS Selection Panel.

2. Please list and explain the VIPS Selection Criteria.

3. How many Veterans were participating in the VIPS Program at the close of the project fiscal year? (August 31, 1969) Number _____

4. Please provide a list of names and last-known addresses of those VIPS who were still in the program at the closing date above.

5. Please provide a frequency distribution which explains the reasons for persons dropping out of the VIPS Project. (Example: Low Pay - 3 Veterans; Poor attendance dismissal - 1 Veteran, etc.)

6. How many VIPS participants were still affiliated with your school system as of December 31, 1970?
Number _____

What were position titles of those still affiliated?

_____

_____

_____

7. Please describe in detail the experiences of VIPS participants in your system by completing the following table:

Job Titles	Subject Area	Grade Level	Duties

8. How many project coordination meetings were held between the VIPS Public School official and VIPS University representative? Number _____

How many of these meetings were held to discuss problems of specific Veterans? Number _____

How many of these meetings were held to provide feedback information to alter the VIPS project operation? Number _____

What changes were introduced as a result of these meetings?

Briefly identify other pertinent discussion topics from these meetings:

9. Please comment on any unusual/significant outcomes or experiences of the Veterans in Public Service.

APPENDIX E

Dates of VIPS
Project Operation

DATES OF VIPS PROJECT OPERATION

	From	Through
Chicago	October 21, 1968	August 31, 1969
Cleveland	January 6, 1968	August 31, 1969
Detroit	January 20, 1969	August 31, 1969
Memphis	November 25, 1968	August 31, 1969
Miami	January 2, 1969	August 31, 1969
New York	February 3, 1969	August 31, 1969
Omaha	October 21, 1968	August 31, 1969
St. Louis	October 28, 1968	August 31, 1969

APPENDIX F

Coordinators and University
Representatives of Veterans
in Public Service Programs

COORDINATORS OF VETERANS IN PUBLIC SERVICE

Chicago	(Miss) Jeanne Kehoe Teacher Corps Coordinator Chicago Public Schools
Cleveland	(Mr.) Jack J. Belcher Assistant Supervisor of Personnel Cleveland Public Schools
Detroit	(Mr.) Rudolph Scott VIPS Coordinator Detroit Public Schools
Memphis	(Miss) Gloria L. White Coordinator of Teachers Corps and VIPS Memphis City Schools
Miami	(Mrs.) Nettie E. Dove Dade County Schools
New York	(Mr.) Vincent S. Romano New York City Schools
Omaha	(Mr.) Duane G. Wilson Omaha Public Schools
St. Louis	(Dr.) David J. Mahan Supervisor of Program Development St. Louis Public Schools

UNIVERSITY REPRESENTATIVES

VETERANS IN PUBLIC SERVICE

Chicago	(Dr.) John M. Beck Executive Director Chicago Consortium of Colleges & Universities
Cleveland	(Dr.) Glen C. Childs Associate Director Teacher Corps Project University of Akron
Detroit	(Dr.) Steven Zussman Oakland Community College
Memphis	(Dr.) John E. Froggatt Memphis State University
Miami	(Mr.) James I. Taylor Director J.F.K. Project Miami-Dade Junior College North Campus
New York	(Dr.) Harold S. Ferguson New York University
Omaha	(Mr.) Earl G. Stormo Center for Urban Education University of Omaha
St. Louis	(Dr.) Donald White Webster College

APPENDIX G

Additional Information
and Data

Profile of Veterans

Marital Status

Percent of Veterans	
Single	57
Married	42
Divorced	1

Family Size

Number of Children	Number of Veterans Indicating
One	25
Two	11
More than two	7

Racial Composition of Veterans

Percent of Veterans	
Non-white	97
White	3

VIPS Recruitment Sources

Each Project Coordinator was asked to identify his sources of candidate recruitment. The responses are presented below.

Chicago	Great Lakes Naval Base; Fort Sheridan; Chicago Urban League; Chicago Regional Office of Veterans Administration; and Mayor's Jobs for Veterans.
Cleveland	Community Action Groups
Detroit	Newspaper advertisements and articles relevant to the program.
Memphis	Tennessee Department of Employment Security; Local CAP Agency; War on Poverty Committee.
Miami	Newspaper; Television; Radio; State Employment Office; Personal contacts, etc.
New York	Veterans Administration; NYC Vet. Asso. Center; WWRL; New York State Employment Service; Bureau of Recruitment; and Board of Education.
Omaha	Urban League; Employment Service; Personal contacts.
St. Louis	Participants were selected at Fort Leonard Wood, Missouri during the summer of 1968. The men were soldiers in the U. S. Army who were within three months of their discharge from service.

Veterans' Profile (cont'd.)

Age of Veterans:
an eight city summary

Years	Percent of Veterans
19-21	10.9
21-25	58.2
Over 25	30.9

Age of Veterans:
by city

	St. Louis	Omaha	New York	Miami	Memphis	Detroit	Cleveland	Chicago
Years	Percent of Veterans							
19-21	25	9	17	6		12		13
21-25	65	41	58	88	94	42	16	74
Over 25	10	50	25	6	6	46	84	13

Education of Veterans

Educational Level	No. of Veterans
High School Diploma	110
Equivalent	41
College	27
one year	22
two Years	5
More than two	
Other (Army training, etc.)	6

VETERANS IN PUBLIC SERVICE

Objectives and Special Emphasis of the Program

(Coordinator Description)

Chicago	The major emphasis of the program is to utilize the experiences and skills of indigenous Vietnam war veterans to enhance the educational program of disadvantaged students in grades three through twelve. The program further seeks to draw upon the intimacy of the veterans with the community in developing a more positive relationship between the school and the community. As an undergraduate academic component, the veterans are building a career ladder for themselves in the teaching profession, specifically in the field of vocational education.
Cleveland	To train "inner-city" high school graduates or G.E.D. equivalent armed forces veterans as teacher aides to industrial arts teachers. Special emphasis was given to the fact that this program would eventually lead to full certifications for the participants as industrial arts teachers.
Detroit	1. To raise the achievement levels of inner-city students by providing them with successful minority individuals as teacher assistants and tutors with whom to identify and to emulate. 2. To provide veterans with the opportunity to attend college while having on-the-job training in the educational system. 3. To acquire more qualified males as teachers in the inner-city schools. 4. To develop a male image for elementary students in Detroit inner-city schools.
Memphis	This program was designed to recruit male Vietnam veterans in the pursuit of part-time coursework at Memphis State University and as part-time semi-professional employees of the Board of Education as Physical Education assistants to the regular classroom teachers in five inner-city elementary schools involving grades one through six. The program would eventually lead the participants to certification and a teaching career in the inner city school. They also provide a positive male image; develop skill and efficiency in a variety of activities; and afford practice in good sportsmanship.

Miami	1. To initiate a career development program for returning Vietnam veterans using the Teacher Corps as a model and as the implementation organization. 2. To attract male veterans to work as para-professionals making use of their unique experiences and capabilities for ghetto-school children. 3. To select returning veterans who would provide desirable and wholesome masculine images for the disadvantaged youth.
New York	1. To provide a preprofessional on site experience for prospective teachers. 2. To provide a 4 year college experience leading to a degree in education. 3. To assist in the upgrading and strengthening of educational opportunities for ghetto youth.
Omaha	1. Train para-professionals for inner-city schools. 2. Involve school and community. 3. Associate Title of General Studies.
St. Louis	This VIPS project involves the cooperation of the St. Louis Board of Education, Webster College and the University of Missouri in a program to provide academic and practical training to 25 veterans recently discharged from military duty. The project incorporates the Veterans Accelerated Urban Learning for Teaching program of Webster College and the Teacher Corps project of the St. Louis Board of Education and the University of Missouri. The veterans are enrolled in the 2-1/2 year VAULT academic program and serve in ten St. Louis public schools under the supervision of Teacher Corps principals and team leaders. The VAULT schedule will lead to a bachelor's degree and teaching certification after 2-1/2 years. In the St. Louis schools the VIPS serve 15 hours per week and perform duties as a teacher and

St. Louis (cont'd)	educational aide. These tasks utilize the talents and strengths of the veterans in meaningful and helpful service to the schools. The veterans began with simple duties and increased to tutoring and small group instruction. The major goals or objectives of the project are: To train returning veterans for a career in education, To provide career ladder opportunities for veterans, To provide sorely needed teaching aides in inner city schools, To provide additional assistance in community development and involvement in the inner city, and To develop teachers committed to careers in inner city schools.

PUBLIC SCHOOL SYSTEM EVALUATION

Training Duties

Chicago	Tutors, teacher aides, supervising lunch-playground, liaison between school, students and community
Cleveland	Industrial Arts assistants
Detroit	Tutors, teacher aides, supervising extra curricular activities, supervising playground and halls
Memphis	Physical Education assistants, conduct intermural recreation programs and other inter-scholastic events
Miami	Teacher aides, Library aides
New York	Tutoring, resource for social studies, home visits, assisting Dean of Boys
Omaha	Supervising playground and lunch, teacher aides, small reading groups
St. Louis	Assisting Physical Education, instructor tutoring, teacher aide, supervising playgrounds

PUBLIC SCHOOL SYSTEM EVALUATION

Attrition Rate

Chicago	Teacher training lower than other programs
Cleveland	Lower than other programs
Detroit	Higher than other programs
Memphis	Higher than other programs
Miami	Equals other programs
New York	Equal to other programs
Omaha	Equal to other programs
St. Louis	Equal to other programs

PUBLIC SCHOOL SYSTEM EVALUATION

A Rating: The Desirability of the Program

Each city coordinator was asked to determine the overall desirability of the VIPs Program from the perspective of participating individuals or groups. The Ratings are presented in the Table below.

	Unsatisfactory	Fair	Good	Excellent
1. Veterans			3	5
2. Participating Classroom teachers			1	7
3. Participating School			2	6
4. Participating University or College personnel *			3	4

* No response - one.

PUBLIC SCHOOL SYSTEM EVALUATION

Coordinator Comments

Chicago	"The Veterans in Public Service is a program held in high regard by administrators, faculty, and community. The ability of the veterans to relate to students and community has been a definite asset to the schools. Our participating veterans have stated their intention of completing the requirements for a bachelor's degree and teacher certification."
Cleveland	"These men have provided a new impetus to the neighborhoods they serve."
Detroit	"Veterans have worked with children in ways that led to healthy, positive relationships. We hope these relationships will grow and enable the children to build a better self-image."
Memphis	"The local school staffs and children have been highly receptive and greatly relieved in having these young men teach the physical education classes. Discipline problems have shown a great decrease in some schools as noted by the project school principals. Actually, the children get a real good workout with the VIPS, which has been lacking due to female teachers having conducted this aspect of the program previously."
Miami	"School personnel have been overwhelmed with the impact the veterans have made in the school and community."
New York	"Program has provided an opportunity for veterans of the urban areas to receive additional education. It has provided a male image in the schools for city youngsters."
Omaha	"This is one of the finest programs we have. The veterans have been well received in the schools by administrators, teachers, parents, and the community. They communicate well with all areas involved and are respected by the youngsters. Much good is being accomplished. We would like to increase our number of VIPS."
St. Louis	"The men have provided valuable instructional assistance in the schools. They are highly motivated, have diverse skills, and both principals and teachers praise their assistance."